

VERBAL INTERVIEW BEHAVIOR OF A SELECTED GROUP
OF EXPERIENCED, PRACTICING COUNSELORS

By

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By

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This study examined the verbal interview behavior of a group of practicing counselors with teaching and practicum experiences. Response patterns were investigated in relation to counselor variables of age, length of practicum, teaching, and counseling experience and compared with similar studies of (a) verbal interview behavior of former teachers in various stages of counselor preparation and (b) practicing counselors without practicum.

Subjects were 25 counselors in the NDEA Institute designed to prepare consultants to counselors held at the University of Florida in 1968-69. Responses from a 10-minute segment from taped interviews selected by applicants as characteristic of their counseling in their respective settings were classified by judges trained in the use of the Adapted Porter Scale (APS). This adaptation of the Porter system of counselor attitudes and response use contains Evaluative,

Interpretive, Supportive, Probing, Understanding, Information-giving, and Attending categories.

¶ Ratio analyses for significance of difference between proportions of response use were computed for subgroupings of those counselors above and those below the mean of each of the four demographic variables of age, length of practicum, teaching, and counseling, and for verbal response proportions found in similar studies using students in various stages of counselor preparation and practicing counselors without practicum preparation as subjects. Arctsin transformations were made to compute the intercorrelations among variables of response use and four counselor demographic variables and for the computation of the multiple regression equation.

These experienced, practicing counselors used probing and understanding responses most frequently and exhibited a high frequency of verbal participation during the interview. The stepwise multiple regression equation analysis indicated that length of teaching experience accounted for 29.6 per cent of the variance in use of attending verbal behavior of these counselors. The addition of the variables of age, length of practicum and length of counseling accounted for over 47 per cent of the variance in use of attending responses in the interviews examined.

¶ Ratio analyses indicated that older counselors made fewer interpretive and attending responses while using understanding and information-giving responses more frequently than the younger group. Counselors with longer practicum used interpretive and probing responses more frequently and information-giving and attending responses less frequently than those with shorter practicum. Counselors

with more experience used evaluative, supportive, and attending responses more frequently and understanding responses less frequently than did the group with less experience.

Compared with pre-practicum subjects, this group used understanding responses more and probing and evaluative responses less frequently than did students during counseling practicum. These subjects used understanding responses less frequently and probing responses more frequently than did post-practicum graduate students. Compared with counselors without practicum, these subjects were significantly higher in understanding and lower in interpretive and supportive response use.

These counselors exhibited a response pattern most closely resembling that of post-practicum students in counselor education, while appearing to change slowly by providing more information, being less interpretive, and increasing in their use of probing responses in counseling in the field.

There may be an optimum length of practicum beyond which negative effects upon the behavior of the counselor in the interview might develop. Counseling in the field may serve to develop more facilitative response patterns, particularly through consultation with another professional in counseling. Certification requirements might best be based on results of studies of interview behavior of counselors with and counselors without a teaching background.

CHAPTER I INTRODUCTION

The question of the relationship of the background of the counselor to his professional functioning is one of the central topics in the professional counseling literature. The development of the counseling profession has been largely centered around the school setting as the employing institution with the result that the profession has been significantly affected by those same educational institutions.

The National Defense Education Act of 1958 provided for the professional preparation of counselors who would function in schools, primarily with the purpose of locating talented young people who could enter programs in higher education, become prepared, and assist the United States in offsetting the lag in technology felt when the USSR launched Sputnik in 1957. School administrators endorsed teachers who they felt most likely could perform this function after graduate education in counseling. Those same administrators subsequently employed the counselors upon their return and were therefore central in the administration and supervision of the activities of those counselors in the school setting.

Counselor education programs received former teachers to prepare as counselors. Beyond observing the same requirements as set for other students in order to enter graduate programs, the faculty of counselor education programs apparently influenced very minimally the background

source or employment of persons entering and graduating from the professional preparation in counseling.

Research in the area of the relationship of the counselor as a person and his function in the counseling position included studies of personality, theoretical orientation, effect of full- or part-time study, total length of preparation and roles and duties assumed by the counselor in the guidance program. Differences between counselors and teachers and between counselors and administrators in role, personality, and attitudes were investigated. Increasingly, the question of the necessity or desirability of a background of classroom teaching and the effect of that background on the behavior of the counselor became important areas for investigation.

With the support of counselor education programs contained in the 1958 NDEA Act, significant lengths of supervised counseling practicum have been included in an increasing number of the professional preparation programs. The practicum program became a process experience which was assumed to effect changes in attitudes and ways of relating as well as developing techniques. The preparation program became more effective if it could be assumed that when the counselor moved from the academic setting to the school setting, his attitudes and ways of relating became more facilitative. The effect of the counseling practicum, then, became another pertinent point to examine in terms of its effect on the function of the counselor in the school setting.

Past experiences in a professional setting and process experiences in professional preparation both very likely affect the attitudes and ways of relating to others in an educational setting. Hence, two important areas of investigation related to the determination of the

competency and functioning of the counselor in an educational setting are those of the effect of a teaching background and the effect of the practicum experience.

Need and Importance

While one might infer that the critical question is one of the actual behavior of the counselor, the positions taken with regard to the desirability or necessity of teaching experience for school counselors have been largely those advocating this type of background. This is the position which has succeeded to affect the certification requirements for counselors. Employers of counselors, such as principals, directors of guidance and superintendents, as well as counselor educators, appear to be divided on the necessity of a classroom teaching background for a person to be an effective counselor in an educational setting.

Lister (1962a) reviewed the research on the effects of the background of teaching and practicum experience on the behavior of the counselor and proposed that increased research attention be given to this question. Colet (1962) and Hoyt (1963), among others, have called for research on the issue of the effect of teaching experience on the functioning of the counselor.

Increasingly, the counseling profession, through the American School Counselor Association, the Association for Counselor Education and Supervision, and the American Personnel and Guidance Association, is being called upon to participate in the endorsement of certification for counselors. Much local information as to the relationship of teaching experience and practice to the actual behavior of counselors in

counseling should assist in the selection and retention of graduate students in counselor education programs.

Most studies examining the effects of the practical experience have utilized counselor education students as subjects. The few studies using practicing counselors have been those which utilized subjects without practicum background, or examined responses to paper-and-pencil surveys of the counselors' attitudes, roles, or use of time. The studies of the changes in interview behavior of graduate students in counselor education programs need to be followed by studies of the effect of these practicum and past teaching experiences on the verbal interview behavior of counselors as they move away from the graduate study programs and into educational settings as counselors in the field. This should assist in assessing the stability of change brought about in interview behavior which resulted from the experience in counselor education.

Background and length, as well as type, of preparation, including practicum, could all have an effect on the behavior the counselor exhibits as he functions in his various roles and responsibilities in an educational setting. In a comprehensive guidance program, the professional staff is called on to relate to others in various roles for various reasons. The essential competency which a counselor is rightly expected to demonstrate is counseling competency, in individual as well as group interviews. This study is concerned with that counseling competency and has not investigated the various other aspects of the counselor's behavior in the broader guidance function.

Statement of the Problem

This study examined the verbal interview behavior of a group of experienced, practicing counselors of varying ages, all of whom had a background of classroom teaching and supervised practicum experience during professional preparation. It is anticipated that some utilization of the results might be made in indicating the direction for further research into the effects of age, professional preparation, and teaching and counseling experience on the verbal interview behavior of the counselor.

This study was designed specifically to investigate the following question.

What were the verbal response patterns, made in response to counselor statements during actual counseling interviews, of a selected group of 25 experienced, practicing counselors who had a background of teaching and practicum experience?

The study further included the investigation of three sub problems:

1. What were the types of counseling interview verbal responses of these counselors?

2. What was the relationship between the pattern of counselor interview responses and the variables of counselor age, practicum length, length of teaching and of counseling experience?

3. How did these patterns of interview responses compare with those patterns observed in studies of pre-practicum, in-practicum, and post-practicum graduate students in counselor education, and practicing counselors without practicum experience and without professional preparation?

CHAPTER II REVIEW OF THE LITERATURE

Few studies which examine the actual verbal counseling behavior of experienced counselors were found in the literature. Most studies which investigated verbal behavior in the counseling interview used graduate students in various stages of completion of the professional preparation program as subjects (Hopae, 1964; Schorb, 1966). Some studies used attitude surveys during in-service programs in counseling preparation (Kirk, 1956) or as follow up studies of counselor attitudes after professional preparation (Menger and Johnson, 1963; Menger et al., 1963; Rochester, 1967, 1971; Rochester and Lopez, 1969). These and several other studies appeared to focus on the issue of testing background of counselors as a requirement for certification or on the effect of practical experience and class room learning on the interview behavior and attitudes of the graduate student in counselor education or of the practicing counselor.

Literature pertaining to this issue and the study of the behavior of counselors is reviewed in the following order. (a) certification requirements and training experience for counselors; (b) effect of theoretical orientation and length of experience on the therapeutic relationship; (c) the Portner system of counselor attitude and behavior classification; (d) some variables encountered in investigating counseling interviews; (e) role in counseling; (f) attitudes during practice;

(g) part-time, full-time, and length of study in certifications; (h) post-practicum studies; and (i) studies of practicing counselors without practicum.

Certification Requirements and Teaching Experience

Most of the published literature concerned with the background of teaching for counselors presents the opinions of those who educate or employ the counselor or the opinions of the counselors or teachers with whom they work. While these opinions may be based on valid experience, little research has been published which concerns itself with the effect of teaching experience on the actual counseling behavior of the counselor who completes his professional preparation and is employed in an educational setting. Certification requirements have generally upheld the opinions favoring this type of background and have not been based either on the evaluation of the performance of counselors without teaching experience or on research which examines the difference which may exist between those with and those without teaching experience. While one might question the validity of requiring teaching experience in order to become certified as a counselor in a school setting, particularly where the requirement is not based on studies indicating the necessity or even the desirability of this experience in terms of the counseling, the requirement generally remains.

Tooker (1957) noted that most states required teaching experience at that time and noted that a counselor is "first of all an educator." He concluded that a first requirement therefore should be that a counselor should have preparation and success in teaching. Gully (1961) reported that, in 1960, 31 states and Washington, D. C. had teaching certification requirements for counselors. Eighteen of these had no requirement for teaching experience. Of the 13 states which had a requirement for teaching experience, 11 of these required a minimum of one year of teaching experience, 1 of these required a minimum of two years of teaching experience, and 1 of these required a minimum of three years of teaching experience.

Washington, D. C. and four outlying areas had mandatory certification requirements and that a valid teaching certificate was required by virtually all. Thirteen states and one outlying area appeared not to hold this as an absolute requirement. Dudley and Ruff (1970) report that, in July, 1969, of the 50 states, six had no specific teaching requirement, three accepted some form of experience as a substitute for teaching, and all others required at least one year's experience as a teacher for certification as a counselor.

Hudson (1961) presented opinions supporting teaching as a requirement for school counselors and reported that, in 1956, 97 per cent of the Pennsylvania counselors responded that teaching background helped them in their duties as counselors. Hoyt (1961) very strongly advocated teaching experience as a background for counseling in schools. Two years later he noted the implications of the use of "desirable" as opposed to "essential" in taking a position on the issue of teaching experience and called for research on the relationship between teaching experience and counselor functioning (Hoyt, 1963).

Rossberg (1963) summarized the pros and cons on requiring teaching experience for counselors and raised the question of the effect of the requirement on recruitment. He noted that certification requirements are based on hopes to raise standards and thereby exert an influence which restricts the supply of counselors without teaching experience. He suggests that this increases the difficulty with which experimentation and research into the differences between functioning of counselors with and those without teaching backgrounds can be carried out.

In a summary of the opinions of those related to the preparation and employment of counselors, Friedman (1963)

and Pippert (1961) reported the results of a survey of superintendents, principals, and guidance directors in Massachusetts and concluded that this group favored teaching experience background for counselors. Peters and Thompson (1963), surveying school superintendents as to their views toward counselor preparation, noted that some felt that some people became counselors without "sufficient" teaching experience. The authors noted that many superintendents felt more teaching experience should be required. The superintendents focused on the pragmatic aspects of the duties of counselors and, while noting individual counseling as having top priority, appeared to take a position that teaching is a prerequisite for successful execution of the duties of a counselor.

Rochester and Cottingham (1964) surveyed counselor educators and found them almost evenly split (yes - 43% and no - 52%) on the teaching experience requirement. They also presented two tables which summarize the responses reported as favoring and opposing the teaching experience requirement and note the positions of some of the better known writers in the field of counseling.

Several researchers have taken the question to counselors themselves and to teachers and principals with whom counselors must work most closely. Wilson (1961), a counselor himself, reports that the results of a survey of counselors and teachers in Illinois indicate that both counselors (71.4% of respondents) and teachers (84.4% of those responding) felt it was imperative to have teaching experience in order to counsel at the elementary school; 62.1 per cent and 82.1 per cent, respectively, favored teaching background for counseling in the junior high school, and 54.5 per cent of the counselors and 65.5 per cent of the teachers favored teaching background for counseling on the secondary level.

Hopper *et al.* (1970) surveyed counselors without a background of teaching experience and their principals as to ratings of performance in guidance functions. Ratings indicated better than-average initial counselor acceptance by teachers, administrators, parents and students, with the degree of acceptance being greater after they had counseled for a while. Principal ratings and self ratings differed as to initial acceptance by other counselors and students and indicated below average acceptance by school psychologists and social workers. A majority of these principals indicated they would recommend to their school boards the hiring of a counselor without teaching experience. Peterson and Brown (1968) surveyed 49 counselors with and 49 counselors without a background of teaching experience. They found no differences in the perceptions of the two groups when asked, after eight weeks of employment, to report on relationships with others in the school.

Ricker (1967), in a journal published expressly for practicing counselors in educational settings, summarized the views of many who have expressed themselves on the question of teaching experience for counselors and proposed that counselors themselves must become concerned and involved in the question. He noted that the 1964 American School Counselor Association Statement (1964) places responsibility for counselor education for the selection and removal of counselors from the professional preparation programs. White and Horrest (1968) noted that the same publication (ASCA, 1964) includes no statement as to the requirement of teaching experience for counselors. These authors further proposed no teaching experience requirement for counseling and prevention work for a non-credit program. In a parallel statement, the American Association of School Administrators and Superintendents (1964) indicates

that candidates for counselor preparation may be drawn from a variety of undergraduate and graduate backgrounds as well as from a variety of occupations.

None of these studies or articles examine the relationship between the teaching experience and the actual counseling behavior of the counselor in the educational setting. Principals and others who employ counselors have not had much opportunity to compare counselors from backgrounds other than teaching with their present staff of counselors who have a background of teaching experience. Those school administrators who endorsed teachers for preparation as counselors under the NDEA Act of 1958 and committed the school system to re-employing these former teachers, now certified as counselors, might find themselves hard-pressed to support any position other than one favoring a teaching background. They are themselves concerned with the difficult and time-consuming task of administration and generally do not have the knowledge of psychology and the dynamics of the helping relationship which would assist in the evaluation of the effectiveness of the counselor in the interview. It is understandable then that the school administrator's evaluation of the counselor's function is based on the total guidance role and function and not on the counseling behavior of the counselor. The school administrator would more likely be familiar with realities of the counselor's behavior which are more visible and which are enhanced by a background of working in the educational setting.

Effect of the Counselor's Orientation and Length of Experience on the Client's Response

The counselor in the individual and group interview is more psychologically and therapeutically oriented than is the teacher, even the teacher in a guidance role. Counseling interview skills and techniques generally were developed from the framework of psychotherapy. The counselor, however, is more concerned with the development of the young person than with a more therapeutic restructuring of personality or the treatment of severe emotional disturbance. In addition to the experience of the supervised practicum, the preparation program for counselors considers various theories of personality, psychotherapy and counseling. Early writing and investigations into the relationship were oriented toward psychotherapy.

Tyler (1941) suggests the concept of "minor change therapy" while discussing the individual interview in counseling. "Therapeutic counseling" is used by Porter (1950). It also appears that studies of counseling have utilized systems similar to those used in investigating psychotherapy.

Early studies by Fiedler (1952a, 1950) examined the concept of the ideal therapeutic relationship, and differences in view of that relationship, according to the theoretical orientation as well as experience of the therapist. Experience in this case was apparently the length of experience as a therapist and was not determined by independent measures of effectiveness in applying a particular theory. In an investigation of Psychoanalytic, non-directive, and Allportian therapists, he found they did not differ in their beliefs about the ideal therapeutic relationship. However, in the ability to achieve such a concept is

probably a function of experience rather than allegiance to theory. In the second study, Fiedler found that when tapes of sessions conducted by experts and non-experts were judged, there were important dimensions which differentiated experts from non-experts, essentially those of the ability to understand, to communicate with and maintain rapport with the client.

Heins (1953) asked 24 clients, eight from each of three therapists from Psychoanalytic, non-directive, or Adlerian orientation, to sort 120 statements having to do with favorable or unfavorable changes in client functioning. Sixty of the statements related to technique and 60 to therapeutic atmosphere. He found support for the findings of Fiedler relating to the expertness of the therapist.

These studies began to shed some light on opinions and positions held in terms of therapeutic concepts. Studies were needed which examined the more developmentally oriented counseling relationships in the school setting. Ways were needed to investigate the relationships between the less clinically oriented counselor and the young person in education.

Porter System of Counselor Attitude and Behavior Classification

Porter (1943, 1949, 1954) developed the Test of Counselor Attitudes (TICA) which appears to utilize much of the system of patterns of counselor responses as discussed by Snyder et al. (1947) and is based on a client-centered orientation. Porter readily admits his bias toward the client-centered theoretical position with which the name of Carl Rogers is associated, and (Porter, 1954, 1955, 1956). Porter wrote

My concern with the non-directive or client-centered hypothesis in psychotherapy is plainly apparent, but the book is organized in such a way that readers who wish to increase their acquaintance with a client-centered orientation can do so while others may readily disregard this aspect of the material (1950, p. ix).

Therefore, there are obviously distinct theoretical assumptions which underlie the development of the Porter Pre- and Post Test of Counselor Attitudes. This paper-and-pencil type attitude scale is designed to determine the patterns of responses a counselor chooses in response to a statement supposedly made by a client. Porter indicates

Experience has suggested the hypothesis that reorganization of the disturbed personality will take place more readily when external intervention is at a minimum and self-exploration is at a maximum (1950, p. 173),

and

The student is advised of the ever-present danger of projecting his own difficulties, values and attitudes onto the client (1950, p. 1),

and further

The techniques or skills which the counselor employs are expressions and implementations of his attitudes just as surely as the responses of the client constitute expressions and implementations of the latter's values and perceptions of reality (1950, p. 1).

Porter also presented an organizational plan to analyze the verbal interaction in the interview. The utilization of the types of counselor attitudes which appear to be represented in the PCA as applied to the analysis of the verbal responses utilized by the counselor in the interview is referred to as the Porter Interview Analysis Scale (PIAS). It should be noted that, on the one hand, the attitudes of the counselor are inferred by responses to a written counselor statement and the response is a part of the system. On the other hand, the attitude responses of the counselor can be classified according to the manner in

similar system. This system, or various modifications of it, has been used in most of the studies with which the results of this study are compared.

Some studies using the Porter system (Porter, 1950) analyzed tapes of interviews, both actual and role-playing, rather than the written PTCA. Hopke (1955) modified the written PTCA and PIAS in order to examine the relationship between responses to the written Porter Test and the taped interview behavior of counselor education students. In examining test-retest reliability on the written PTCA only, he found correlations ranging from .49 to .74 (Spearman Brown corrections = .64 to .85). In an investigation of the relationship between scores on the written PTCA and types of responses made by students in each of three counseling interviews and judged by the author and two other judges who were graduate students, Hopke concluded that there is a substantial relationship between test performance (PTCA) and the classified types of responses employed in actual counseling relationships. He did note the weaknesses inherent in the written test, particularly that less pressure exists and less threat is posed than in an interview where there is less time to consider an appropriate response. Also there are limitations imposed by written statements and responses which leave out expressive cues of the actual interview.

Sternal (1957) investigated the written PTCA for validity and reliability using a group of institute enrollees and a group of regular session graduate students as subjects. Utilizing the institute group, he compared responses on the written PTCA with counseling interview tapes which were classified by judges and found a limited but significant relationship between test and judged counselor behavior. From a test-

retest reliability study using regular graduate students, he concluded that there was a moderate relationship between tested and retested counselor attitudes on the written PTCA. Sternal concluded that the written PTCA is a somewhat reliable if not valid instrument when compared with analyses of taped interview responses.

Kemp (1962), studying counselor dogmatism, concluded that on the written PTCA, a person has more time to think of the "desired" answer, whereas in an actual interview situation the demand for immediate response caused the counseling students to move toward more customary and genotypical attitudes. Kemp also reported a correlation of .95 between responses on the written PTCA and responses randomly selected from the counseling tapes of these students and judged by two judges.

It would appear that analysis of interview tapes could give a more valid knowledge of the counselor's verbal interview behavior than that obtained through inferring his behavior by a paper-and-pencil measure. In the counseling interview, the counselor is probably more his true "counselor self" than he is when he has time to consider various possible responses without the press of the interview and the latter's concerns expressed during the interview. An examination of actual counseling obviously comes closest to what goes on in subsequent interviews and should be included when investigating variables which contribute to that interview behavior.

Some Variables Encountered in Investigating Counseling Interviews

Role-playing versus actual interviews. Several studies reviewed herein have investigated role-playing counseling interviews in examining counselor behavior. Roark (1969), studying transcripts from tapes made of the actual and role-playing counseling behavior of graduate students and utilizing the Pales interaction system (Pales, 1950), found surprisingly similar behavior in the two situations. However, differences were found at the .01 level in agreeing, giving suggestions, and reflecting, with a tendency to agree more and give suggestions and reflect less in actual interviews than in role playing. At the end of the supervised practice experience, only agreeing and disagreeing showed significant differences between actual and role-playing interviews, the counselors tending to disagree less and agree more in actual interviews than in role-playing. An .01 level of significance was noted in exploration of feeling, occurring more frequently in actual interviews at the end of the supervised experience.

Effects of taping interviews.--In researching the actual verbal interview behavior of counselors in the field, the tape recording has become a significant research tool. Sound recordings have made data available to researchers which were not previously available. For many years data made available for field study, but they remain available for later verification and for study. Increasing numbers of research projects, particularly in the field of the counseling behavior of counselors in preparation, have utilized tapes rather than for data.

The effect on the counselor and counselee of taping a counseling session does not seem clear as one reviews the literature in this area. For example, Roberts and Renzaglia (1967), studying the effects of tape recorder-visible, microphone-only-visible, and hidden-tape situation, found that clients made more favorable self-references when they knew they were being recorded and less favorable when not recorded, and the depth of client response varied with knowledge of the recording procedure. The authors found that the greatest number of interpretative responses occurred when the tape recorder was present in the counselor's office and decreased when only the microphone was present. Frequency of interpretative responses decreased further when the counselor did not know he was being recorded. They also concluded that counselors tended to be less client-centered when they knew they were being recorded.

Swanson (1968), studying the use of a tape recorder as a counseling technique, found no difference in quality of the relationship or rapport. In his study, the interview was taped for the first half of the session and played back and discussed during the second half. Under these conditions, he found no significant effect on verbalization by counselees when counselee-counselor word ratio was examined; no effect on the degree of counselee self-reference; and no significant effect on direction of counselor effectiveness.

Lamb and Mall (1961) found a correlation between disturbance felt by the therapist when he was being recorded and his feelings about whether he might be conducting therapy differently and his judgment as to the effect of taping on the patient.

Rediker et al. (1951) found that the client's occasional negative reaction to the tape recording procedure was fleeting unless reinforced by the therapist's own doubt about the procedure.

Roulx (1969) studied the psychological effects of taping on the counselor and concluded that his results as well as those of Anderson and Brown (1955) supported the position that taping does pose a threat to a counselor, especially, if the tape is to be used in supervision. In this light, one could hypothesize that the counselor's behavior, when taped, would be in the direction of the supervisor's demands and, when not taped, in the direction of the counselor's convictions. If so, it would follow that there would be differences in findings during the supervised practice experiences of graduate students in counselor education. Again, it becomes important to investigate the actual interview behavior of the counselor who is employed in a field setting.

Consistency of counselor interview behavior. Apparently, counselors operate in a similar manner during most of the interview time and over a period of time from early to later interviews. Mellen (1964) reports that counselors did not vary significantly ($p < .05$) between early (minutes 15 to 16) and late (minutes 32 to 33) selected tape samples.

Truax and Carkoff (1967) report no significant differences in counselor response classifications across 50 taped interview samples, whether or not the client statements were included in the segments classified by judges. They also report that two-minute samples from the middle third of the session over a six-month period indicated that the therapist's level of competence did not tend to vary. Four-minute tape samples from every fifth interview from therapy varying in length of contact from six months to four and one-half years indicated a strong tendency for the therapist of longer duration to be rated at consistently higher levels of competence than shorter duration therapists. Therapists who showed deterioration received relatively lower ratings on these variables.

The study by Dankin (1955), described in more detail later, found consistency over a period of time in roles assumed by counselors during the interview. Similar findings by Spotts (1961), Wharton (1962), Gendlin and Geist (1962), Truax et al. (1962), and Truax (1963) appear to support these findings. Further, it appears that the therapist's level is not significantly contaminated by the patient's communication (Truax and Carkhuff, 1967). From these studies, one may conclude that counselor behavior is generally consistent in a given session and relatively consistent over a series of interviews.

Roles in Counseling

Roles assumed by counselors have been studied by Dankin (1955). He examined two tapes, early and late, made with a single client from each of 15 counselors. Five university counseling centers were represented. From judges' classifications, he found that these counselors spent about eight per cent of subrole time reflecting, 1. per cent diagnosing, 10 per cent advising, 12 per cent informing, seven per cent socializing, and 20 per cent participating. Only one per cent of the time was spent in a subrole labeled information-gathering, and 1.5 per cent spent listening, and about 20 per cent in handling administrative, testing and other administrative details.

Campbell (1959) compared the results of his investigation of the subrole behavior of 24 inexperienced counselors with those of Hoffman (1959) who made a similar analysis of 20 experienced counselors. Probing and reflecting as well as asking for elaboration and gathering information, consumed 34 per cent of the inexperienced counselors' time, while the experienced counselors spent 21.4 per cent of their time in a similar

manner. Understanding subroles such as focusing and reflecting were assumed 22 per cent of the time by inexperienced and 40 per cent of the time by experienced counselors. Evaluative responses (7% v. 9%) and information giving (6% v. 13%) were used less frequently. Infrequent use of supportive (the same at 3% for both groups) was reported, and the inexperienced counselors used no interpretive responses while the experienced counselors spent three per cent of their subrole time in that way. Campbell found that counselors from teaching or administrative backgrounds spent almost twice as much time (15.5% v. 8.5%) in advising, tutoring, and giving information than did counselors from non-teaching or administrative backgrounds.

Although these studies of roles assumed by the counselor do not use the Porter system of classification, there appears to be much similarity between these findings and Porter's system in the comparisons of pre-practicum and post-practicum interview behavior of counselor education students and experienced counselors. Much of the subrole system used by Davskin, Campbell and Hoffman in the above studies can be equated with the five categories of responses used by Porter and modified by other investigators (Hupke, 1955; Antenen and Lister, 1967, and the present study). These adaptations were used to investigate the behavior of counselor education graduate students and practicing counselors.

Studies During Practicum

The National Defense Education Act of 1958 gave a major impetus to the developing profession of counseling in school settings. Short-term and year-long practicum experiences for small school personnel, teachers, to prepare them for counseling in their schools.

Garda *et al.* (1967) studied 25 VPA enrollees with a mean age of 30.6 years and an average teaching experience of 5.75 years. Utilizing an adaption of the Porter Scale (Porter, 1960) further modified by Hopke (1955), 10-minute tape-recorded role-played sessions were classified, resulting in the following classifications of counselor candidate behavior prior to the counseling practicum. Probing responses were utilized 60.4 per cent, Evaluative 9.8 per cent, Interpretive 9.2 per cent, Supportive 4.8 per cent, and Understanding category responses 9.3 per cent of the time by the pre-practicum students. Indications are that the beginning student is somewhat concerned with gathering information, thereby spending less time concerning himself with understanding the counsellee's feelings and thinking.

Mazer *et al.* (1966) found that practicum students in counselor education with a background of teaching responded in an evaluative manner 28.3 per cent of the time while those from non-teaching backgrounds were evaluative only 6.1 per cent of the time spent in a 30-minute interview.

Richmond (1970) concluded that of his 27 subjects evaluated with the written PTCa during preparation, the 14 who had had practical experience in an educational setting had significantly higher scores in the understanding category of the PTCa. The 13 who had no practical educational work experience had higher evaluative responses than did those with a background of work in educational settings.

The Mazer *et al.* and Richmond findings appear to conflict in that Mazer found that the former teachers were more evaluative, whereas Richmond's former teacher subjects were less evaluative than those without the experience in an educational setting. One possible explanation is that

application of the Porter system, given the interviews in the Mazer study. These were analyses of actual taped interviews with high school students, whereas Richmond utilized the written PMA. It is possible that with some knowledge of counseling and possible contact with counselors, the subjects from school settings in the Richmond study were more aware of the desirability of understanding as opposed to evaluative ways of relating in the counseling interview. They were completing a paper-and-pencil survey and therefore had more time to consider desirable answers.

Part-time, Full-time, and Length of Study Investigations

Munger and Johnson (1960), utilizing the written Porter Test of Counselor Attitude (PMA) and studying 28 teachers in an early beginning counselor education program, found significant change from probing and evaluative attitudes to more understanding attitudes. A group received a two-week practicum during the eight weeks. In a three-month and 27-month on-the-job follow-up of these students, Munger et al (1963) found that at the three-month follow-up, they had returned to essentially the same attitudinal orientation as that measured by the written PMA at the beginning of training, and the regression was essentially reversed at the 27-month follow-up study. They noted that most of the subjects had not become full-time counselors. Another investigation by these authors reported in the same article studied a semester-long first-year group, during which the participants received a semester-long practicum. The six-month follow-up coincided with the three-month 27-month follow-up studies of the previous group. This group appeared to continue a reversal of the attitudinal orientation and 27-month follow-up

continuing to increase in the Understanding attitude category, and decrease in the Probing attitude category. The researchers concluded that the counselors in the short term institute group apparently were either responding to the written PTC's as they felt the faculty wanted them to respond or that the newly acquired counselor attitudes would not hold up after graduate education. The effect on counselor responses of the kind of experience after the institute was studied also. The authors found that the Understanding scores on the written PTC's were maintained while Probing scores decreased for those employed as counselors, whereas there was a decrease in the Understanding score by those employed as teachers or administrators.

Rochester (1967), Rochester and Hopke (1969), and Rochester (1970) also assessed the stability of change of attitudes as measured by the written PTC's. They studied year-long institute groups as well as enrollees of shorter length programs. At the one- and two-year follow-up points, they concluded that academic-year-length institutes apparently brought about a little change as measured by the written PTC's but that the stability of change was low. They found support for the findings of Munger et al. (1963), noted above. They also noted, when comparing the one-year members with the shorter institute members, that the year-long group had less preference for Supportive and Understanding and more preference for Probing category responses than did the shorter groups.

These findings are similar to those of Munger and his associates (Munger and Johnson, 1967; Munger et al., 1963), Spritzer and Olson (1967), and Deane and Deane (1967) and point up the need to question the effectiveness of the institute in the profile of the counselor on Program Effectiveness Inventory in the light of the results of the

of time spent in study by examining part-time students in counselor education. Using the written FFA, they concluded that understanding attitudes increased by the end of the counseling unit of the core course and were maintained at the end of the term and two years later. At the two-year point, 14 of 32 subjects had graduated; and while it is not clear in the published study which ones, 10 were employed as counselors, presumably the graduates. The other 22 were still actively engaged in course work. The authors suggest that carefully planned part-time programs in counselor education can be effective in bringing about attitude change.

Hansen and Moore (1968) surveyed 92 counselors - 32 with full-time and 60 with part time preparation in counseling. The major finding of the study was that differences between the two groups, as investigated, were not sufficient to support a firm position in favor of either program. Differences were found in ways counselors spent their time, with full-time prepared counselors spending more time with individual students in guidance activities and part-time preparation appearing to result in greater use of time maintaining community relations and promoting the general school program. There was no difference between the two groups in colleagues ratings of interviewers. Co-workers and administrators tended to make global judgments about the counselor rather than looking at the counselor's effectiveness in each activity. The researchers concluded that full-time preparation leads to faster entrance into the field and that these counselors are more likely to enter with enthusiasm and high expectations.

These findings suggest that there may be some positive effect of the length of training and depth of involvement in full-time preparation on the

counselor's developing and refining his own attitudes, values, and ways of thinking about and interacting with others, particularly a counselee in the interview situation. There appears to be some question as to the effectiveness of a short-term in-classroom which may not really change attitudes but teaches the student how to satisfy a supervisor. For any real attitude change, and, therefore, ways of relating, takes place more slowly but more surely over a period of time. Also, the field experience of the counselor after the practical preparation appears related to stability of attitude and behavior change.

Post-practicum Studies

End of practicum counseling behavior was examined by Anderson and Lister (1967). Using an adaptation of the Porter Interview Analysis Scale as revised by Waples (1955) and which also added an information-giving category to increase reliability of the ratings of counselor in school settings, they examined the verbal interview behavior of 37 former teachers at the end of their first practicum. They found that, as increased teaching experience and the effects of age and constraint, students used interpreting and probing responses less frequently. When the effects of length of teaching experience were held constant, increased age was related to greater use of interpreting and information-giving responses.

Merrill et al. (1968), comparing the interview with the Porter system as modified by Anderson and Lister, compared end of practicum verbal responses of a group of former teachers with those of students with no teaching experience. They found no significant differences in the responses of the former teachers and the students, although the former

teachers were more verbally active during an interview. In comparing the former teacher group with those studied by Carda et al. (1967), Hopke (1964), and Maser et al. (1965), they concluded that these end-of-practicum counselors were more understanding and less probing, evaluative, and supportive than those who had not completed the supervised practice portion of their preparation as counselors.

The subjects in the Antevy and Lister study, and also presumably those in the Merrill et al. study which utilized some of the same data, were all given a case of client. This client presented essentially the same problem to each counselor. A female graduate student played the role of an undergraduate student requesting help in choosing a college major. Opportunities were provided for the counselor to detect and respond to implied feelings such as fear of tests, resentment of parents, and competition with a brother.

In the comparisons with other studies, it could be noted that Hopke's experienced counselors without practicum were presented with records and asked to interview pupils as new students in the school. The Maser et al. study with subjects enrolled in practicum did not specify structure or type of interview except that counselors were high school students. The Gass et al. subjects in beginning practice were role playing a situation in which a female counselor who had experienced a confrontation and exchange of heated words with a male teacher had been referred to the counselor.

In these comparisons, however, except the Maser et al. study, it must be noted that all subjects within that study were presented with essentially the same case or situation. The Maser et al. interview situation probably was somewhat closer to the actual counseling situation.

situation in a school setting. While findings of Truax and Carkhuff (1967) indicate that the practicing therapists they studied did not let patient hostility affect the level of empathy offered, this may very likely not hold true in response patterns when the global interview situation is structured. In the Hupke study, counselors were asked to interview an entering student; in the Gazda et al. and Merrill et al. studies, feelings were very likely the focus. Student counselors, in the stages of professional development as indicated in these studies, may find themselves unable to handle the dictates of the structure as did the experienced therapists in the Truax and Carkhuff findings.

Studies of Practicing Counselors Without Practicum Experience

In an early examination of the attitudes of practicing counselors, Kirk (1956), using the written PICA, studied the attitudes of 70 counselors from two schools who were participating in an in-service training program. Both groups ranked high in probing with understanding attitude responses ranking second at the fall administration of the written PICA. At the spring administration, one school group had increased its understanding attitudes to a level above the probing with understanding responses, while the other group maintained its higher probing and understanding attitude responses.

Using the written PICA, Doss and Ziegler (1963), studying 21 practicing counselors who had returned for a second year of study, found that as a group they became less evaluative, more objective, and probing and more understanding and integrative. The group rated as more objective at the end of the first year, but at the end of the second year the group was more understanding and integrative. The group rated as more probing at the end of the first year, but at the end of the second year the group was more understanding and integrative. The group rated as more understanding and integrative at the end of the second year.

responses and decreasing the use of evaluative responses. They also noted that this above-average group came to the institute with less evaluative and more understanding attitudes than did those in the average and below-average groups as measured by the written Porter Pre- and Post-tests.

Hopke (1964), using an adaptation of the written PICA by which tape counselor responses can be classified, studied a small group of eight experienced practicing counselors who had not received a supervised practicum experience during professional preparation. He utilized tapes of actual counseling interviews taken at the beginning of practice during the summer institute and averaging 40 minutes in length. He found that an average of 50 per cent of these counselors time was spent in probing responses, 22 per cent in interpretation, 13 per cent in supportive, 11 per cent in understanding, and three per cent in evaluative responses.

Sheldon (1968), examined on-the-job interviews of 10 experienced counselors, each with three student interviews averaging 21 minutes duration. He reports that asking and giving opinion, information, and alternatives utilized 61.7 per cent of the counselor's time. Solicitation used 21.1 per cent and reassurance 5.7 per cent of the time remaining. Male counselors were more supportive, while females provided more information. An average of 71 per cent of the interview time was spent in problem-solving talk, with females averaging 76 per cent and males 68 per cent of the time.

These studies indicate that in interviewing in the school setting, experienced counselors generally tend to promote use of problem-solving responses. Hopke's study, however, indicated that the above-average group

response. Infrequently, while those in the Kirk study utilized a higher number of the understanding responses. In both cases, the practicing counselors had returned to the counselor education program for further preparation. Practicing counselors from a background of teaching also appear to be more active verbally than those counselors who had not been teachers.

In addition to the need to study actual counseling behavior rather than responses to written surveys where the respondent has opportunity to consider possible "desirable" replies, the need for research into the behavior of counselors in practical settings who have had practical experience during professional preparation becomes more apparent.

Because published studies related to interview behavior are primarily those investigating the behavior of psychotherapists, research is needed to investigate counseling by counselors in educational and related non-clinical settings. Actual counseling is face-to-face and extremely rare, not a situation allowing much time for the counselor to consider the "best" of several alternative responses as one might be afforded on a paper-and-pencil survey. While of some possible value, paper-and-pencil measures miss the cues and clues of the communication from another person during the interview.

Practical experience seem to have some effect, both on responses to paper-and-pencil surveys and on verbal responses in the interview, when measures are taken at the close of the practical experience and the student is still under the influence of the counselor education faculty. The question becomes one of the stability of the actual verbal behavior in the interview of the counselor when removed from the academic setting, from supervisors and colleagues concentrating on specific interview techniques

and ways of interacting into the counseling office in an educational setting where many types of pressures exist. Investigations are needed to evaluate the effect of placing the counselor in the field with his peers and colleagues who likely hold similar attitudes and concerns with whom to relate and consult.

It would appear reasonable to assume that certification requirements, the length of the professional preparation program, full-time or part-time study, the experience of the supervised counseling practitioner as well as the length of such an experience, the background of the counselor's professional experiences and the effect of those experiences he brings to the professional preparation program are all significantly related to the actual interview behavior of the counselor. It perhaps does not seem so reasonable to assume that certification requirements should be based on opinion, or that varying lengths of preparation, including practicum and the degree of involvement of part-time or full-time study, should continue if some type of program is effective and another is not. If background is so difficult to overcome, then background should in fact be paramount in selecting candidates for the counseling profession. If the effects of background can be altered and if the change persists under some circumstances and not under others, this should be known and planned for. In any case, the actual behavior of the counselor on the job is the question to be investigated.

CHAPTER III METHOD

This study examined the verbal response patterns of a selected group of counselors during actual counseling interviews in an educational setting. In addition, the relationship of the variables of counselor age, length of practice, years of teaching and years of counseling experience to verbal interview behavior was also investigated.

Subjects

Subjects were 25 members of the advanced ABEA Counseling and Guidance Institute held at the University of Florida during the 1968-69 academic year and summer session. This institute was designed to enroll experienced counselors in an advanced program for the preparation of consultants to counselors (Ister, 1966). Counselors enrolled were certified counselors holding master's degrees and, with the exception of one, who was in part master's course work study as a full-time student, were employed as counselors during the year previous to enrollment in the Institute.

Counselor demographic data are reported in Appendix A. The ages of this group of counselors ranged from 27 to 58 years with a mean of 38.64 and median of 33.0 years. Counseling practice experience in previous counselor positions ranged from 11 to 72 weeks with a mean of 30.6 and a median of 26. Teaching experience ranged from one to 15 years with a mean of 5.6 and a median of five years. Counselor experience

ranged from one to 11 years with a mean of 4.1 and a median of three years.

These counselors were recruited from the following states.

<u>State</u>	<u>Number of Counselors</u>	<u>State</u>	<u>Number of Counselors</u>
Alaska	1	Kansas	1
California	3	Kentucky	1
South Carolina	2	Michigan	1
Connecticut	1	New York	1
Florida	8	Tennessee	1
Idaho	1	Texas	1
Illinois	1	Wisconsin	1
Indiana	1	Total	25

They received their counselor preparation from various institutions, with eight, not necessarily those from Florida, receiving their master's level preparation from the Department of Counselor Education in the College of Education at the University of Florida.

Interview Samples

Selection of Interview Samples for Classification

The study utilized the counseling interview tapes selected by 19 of the 25 counselors as being characteristic of their counseling in their respective settings. The tapes were submitted to the Counselor Education Department of the University as a requirement for consideration for admission to the institute. Due to poor audibility of the admission tapes, verbal interview behavior of the remaining six counselors in the group of 25 was taken from the first tape submitted for the practicum during the first quarter of the Institute. As this was early in the practicum, the counselor's behavior was assumed not to be significantly different from that exhibited on his admission tape.

Each counselor signed a written release of the counseling tape used in the study. The identity of each counselor was not mentioned on the tape and the tapes used for judging essentially contained just the responses of the counselor. Therefore, little, if any, of the counselors' talk was transferred to the master tape.

Length of Sample

A 10-minute recorded segment was used for classification of counselor responses. This 10-minute segment was taken from a point 15 to 25 minutes into the interview as timed by a laboratory timer with a sweep-second hand and a timed electrical outlet. This timed circuit outlet was utilized for the tape recorder. The tape recorder was stopped due to the electrical circuit being opened at the end of the 10 minutes. The last counselor response was included in its entirety by turning on the tape recorder and completing the indicated last response. Where the 10-minute segment from the 15th to the 25th minute was mechanically unusable, a satisfactorily audible 10-minute segment nearest the 20th minute was selected.

Preparing the Master Tape for Classification by the Judges

Since only counselor responses were needed for classification, long counselor statements were deleted from the 10-minute segment transferred to the master tape used for judging. Where the counselor statement was so short as to make its deletion mechanically difficult, it remained on the tape. In no case did this process affect the length of the tape selected for inclusion in the study, and the full 10-minute length was utilized to obtain the counselor's responses.

Preparation of Master Interview Sample Tape

Counselors were identified both on the tape and the classification sheets by an identification number comprising the last three digits of their social security number. In the two cases where two numbers were identical, one was given the next consecutive number and the second was assigned the number 999. Counselors were randomly assigned a position on the master tape classified by judge. Each counselor response was numbered on the tape and on the judges classification sheets to assure that all judges were classifying the same response. Where a counselor made more than one type of substantive response during an interview segment, as evaluated by the investigator, each response was classified separately, and noted as such on the classification sheet.

Classification Instrument

The classification of the taped segments of counseling interviews was accomplished through the categorization of the counselor's verbal responses by a group of judges trained in the categorization of verbal responses according to the Adapted Porter Scale (see Appendix B). This is an adaptation of the system contained in the Porter Test of Counselor Attitudes (Porter, 1950), revised by Hoppe (1965), and further modified by Antenen and Lister (1967).

The Adapted Porter Scale (referred to hereafter as the APS) is described in more detail in Appendix B, but a brief description of the categories indicates the type of verbal responses included.

Evaluative responses indicate that the counselor has made a judgment about his interview and indicates that the counselor might or might not do it.

Instructive responses indicate that the counselor's intent is to teach or impart meaning which implies or indicates causation.

Supportive responses indicate the counselor is implying that the counselee need not feel as he does.

Probing responses indicate the counselor is digging for more information and implies or directly questions the counselee in order to develop a point further.

Understanding responses are intended to reflect or assist the counselee in clarifying and exploring a feeling and might in effect ask the counselee whether or not the counselor understands the feeling or thought or how it "strikes" the counselee.

Information-giving responses indicate the counselor's intent is to relate or answer questions about anything which is recognized as generally established fact or is normative in nature.

Attending responses indicate the counselor's attentiveness and does not indicate approval or disapproval or answer a question.

Non-classifiable responses are those agreed by the judges to be unclassifiable according to the system, or if for some reason are technically not audible, therefore not classifiable.

From the adaptation of the Porter Scale made by Hopke (1964), Antenen and Lister (1967) added an Information-giving category as described above. This addition was designed to improve the interjudge agreement when classifying tapes of counseling from school settings. This same form was used by Merrill et al. (1968) for an investigation of responses made by counselor candidates with a teaching background who had just completed the practical portion of the preparation program.

From the related studies published, the investigator concluded that responses such as "Um Hm," "Oh huh," "I see," etc. have generally been relegated to a non-classifiable category, and not included in the analyses of counselor responses. For the purpose of this study, the seventh category labeled Attending has been added. This category contains counselor responses as noted above and labeled by some other researchers as participation verbal activities, and responsiveness. Dittus (1952) found progressive therapeutic movement associated with a high level of therapist participation, i.e., the degree of the therapist's attention to the client's

communication. O'Leary (1967) found a relationship between greater improvement of a group whose counselors were more verbally active than a second group whose counselors were less verbally active. Ivey et al. (1968) found that counselee responses to a counselor effectiveness scale indicated that the counselors receiving specific training in attending behavior were rated as being more effective. A major dimension of counselor attending behavior investigated by these researchers was defined as a verbal response of any type which did not introduce new material. Truax and Carkhuff (1967), discussing characteristics of therapist's responses which seem clinically important for empathic understanding, report that responsiveness is related both to the level of accurate empathy reached by the therapist and to the level of process in which the patient engages. Also, they indicate that within a modest range more frequently the therapist responds, even with "Um Hum," the greater is the likelihood that a high level of accurate empathy will be communicated and perceived.

Classifying Interview Samples

Judges

The five judges utilized for classifying the tapes were all master's level counselors with four of the five near the completion of the doctorate in counseling. Of these four, one was completing the research for his dissertation, one had just completed the course work for the doctorate, and two were graduate assistants working on dissertations. The fifth judge was a certified counselor employed as a teacher-counselor in the laboratory school of the University of Florida. Four were male and one was female.

Preparation of the Judges

The judges were individually contacted and agreed to classify the tapes. Each was given a copy of the APS classification system with the explanation of each category (see Appendix B). Each also received a sample classification sheet, described fully later, a set of written counselee statements and counselor responses which comprise the first five groups of responses of the Porter Test of Counselor Attitudes (Porter, 1950), a sheet containing the remaining response sets of the Porter Test of Counselor Attitudes with the counselee statements removed, i.e., only the counselor statements were given, a key for scoring these sets of responses and an instruction sheet (see Appendix C). These groups of counselee statements and counselor responses were as listed in the pre-test portion in Porter (1950) and contained the five categories of the original Porter system. For this reason, the counselors had no statements to be classified in the Information-giving or Attending categories. Those response classifications were practiced later in the judges' training program during the practice classification of taped segments of actual counseling interviews.

One group training session was held and attended by all five judges. A discussion of the classification of the written responses from the Porter Pre-test was held and further clarification of the various response categories including Information-giving and Attending was given. The judges listened to and classified a training tape consisting of two portions. The first contained single counselor statements from actual interviews not included in the study. These responses were played and classified separately until the judges became comfortable classifying with the APS system and then the information-giving and attending responses were played and classified.

the IBM mark sense sheets. When the group of judges felt competent to classify taped responses of all seven categories and to mark the classification sheet, the second portion of the training tape was utilized. This portion consisted of 10-minute segments of actual interviews which also did not contain any interview segments from counselor subjects contained in the study. This tape was allowed to run continuously unless a judge requested to hear a response again. This continued until the judges were reaching approximately 80 per cent agreement on the classification of the responses.

Classification Procedures

The judges were each given a master tape of the randomly assigned segments of counseling from the 25 subjects, a set of coded classification sheets, and an Instruction Sheet (Appendix I). They then individually classified the first five segments at which point the interjudge agreement was given a final check. At that time, three of the five judges were agreeing on from 57 per cent to 96.5 per cent of the responses, with a mean interjudge agreement of 80.4 per cent and a mode of 84 per cent. The judges were then requested to individually complete the classification of all the remaining 20 segments. All judges classified all counselor responses on the entire set of segments. The responses upon which three of the five judges did not agree were assigned to a category labeled "Non-agreement." Those responses which three of the five judges agreed were not assignable to the categories included in the system were classified "Non-classifiable."

Marking the Classification Sheets

The judges marked their classifications on an IBM mark-sense type answer sheet. This sheet contains coding space and response items which may be numbered according to the user's need. There are 10 response positions for each item, allowing room for the 0-7 response categories included in the APS system used for classifying the counselor responses.

Treatment of the Data

When all five judges had completed the categorization of all counselor responses, the classification sheets were sorted and scanned using a 1230 IBM Optical Scanner attached to a card punch machine. Response classifications as well as coding information were punched into a standard IBM data card. These cards constituted the data deck utilized in computer analysis of the data.

A computer program was developed which yielded the following descriptive data.

The total frequency and proportion of items classified the same by three of five judges in the APS categories and those for which three of five judges did not reach agreement, which were assigned to the category labeled "Non-agreement."

The individual response patterns of the 25 counselor subjects.

A summarization of the individual patterns to obtain the group pattern of responses by frequency and proportion.

Program BMD2R-Stepwise Multiple Regression Revised July 18, 1968, Health Sciences Computing Facility, University of California at Los Angeles was utilized to yield the following:

A Pearson product moment correlation matrix of each of the seven response categories of the APS, the non-classifiable category and the four counselor response variables of age, length of practice, length of teaching and of counseling experience.

A stepwise multiple regression analysis of the variables constituting 11 variables.

Investigation was made of the effect of age, length of practicum, number of years teaching, and number of years counseling on the verbal interview behavior patterns of this group of counselors. Information was summarized and analyzed as follows:

Groupings by demographic data of age, practicum, teaching and counseling and reports of frequency and proportion of responses in the APS for each of the subgroups above and below the mean in each demographic grouping.

Intercorrelations of age, practicum, teaching and counseling.

Intercorrelations of the four counselor demographic variables with each of the seven response categories and the Non-classifiable category of the APS.

\bar{z} Ratio computations for testing for significance of difference between proportions for each of the counselor demographic groupings.

An investigation was made which examined the relationship of the findings of this study with those of related studies utilizing a revised Porter system to analyze counseling protocols from tapes of pre-practicum, end-of practicum, and practicing counselors without a background of practicum experience.

\bar{z} Ratio computations for testing for significance of difference between proportions of total frequency for each category in the present study and those of related studies using taped response classification using the Porter system or a modification of this system.

Assumptions and Limitations

The following assumptions were posed as necessary for this study:

1. A 10-minute segment of taped counseling, close to the 20-minute point of a counseling session, was sufficient to represent a characteristic sampling of a counselor's response pattern.

2. The adaptation of the Porter Test of Counselor Attitudes and the Porter Interview and Response Scale was appropriate to be utilized as the system for categorization of the verbal interview responses made and recorded by the counselor.

3. Utilizing the Adapted Porter Scale, an acceptable level of interjudge agreement was three of five judges agreeing on the classification of at least 83 per cent of the total responses made by the group of 25 subjects.

The limitations applied to this descriptive study were:

1. This was a selected group of counselors in that they felt an advantage in returning to graduate school for advanced study. They were possibly not representative of practicing counselors in all educational settings with a background of teaching and practicum experience.

2. No systematic attempt had been made to insure that counselors and problems presented in counseling interviews used were representative of those variables in counseling in an educational setting.

3. No attempt had been made to choose the tape in order to standardize the chronological position of the interview from which the tape might have been selected, i.e., the first, third, last, etc.

4. The fact that the tapes utilized were for the purpose of demonstrating "representative" counseling and were for the purpose of serving as one of the requirements for selection for advanced study or for supervision in practicum, would lead one to the assumption that the counselor would present a "good" tape, that is, one which he felt presents his best counseling technique or possibly what he thought the selection committee or practicum supervisor was looking for.

5. No attempt was made to examine or control for the possible effect of taping the counseling interview -- either on the counselee or on the counselor.

6. Information such as counselor age, length of practicum, technique, and counseling experience was furnished by each of the counselors included

in the study and was considered to be accurate. No attempt was made to validate that information.

CHAPTER IV RESULTS AND DISCUSSION

This study focused on the verbal behavior of the counselor during an interview with a counselee in an educational setting. The counselors serving as subjects were all experienced, practicing counselors who had a background of teaching and counseling experience and supervised practicum during their professional preparation. This study was designed to contribute to knowledge of the interview behavior of counselors who have completed professional preparation, moved away from the counselor education institution, and hence from the direct influence of the counselor education faculty. The findings of this investigation are now presented.

Interjudge Agreement

During the preparation and practice program using the Adapted Porter Scale (APS), three of the five judges reached a level of 80 per cent agreement on the trial categorization of the responses of counselors on the taped segments of the counseling interview. The responses included in each category were those for which at least three of the five judges reached agreement, and the "non-agreement" category contains those for which this level of agreement was not reached. For the total 320 responses, agreement was reached by three of five judges on 267, and this level of agreement was not reached on 53, yielding an overall agreement level of 83 per cent. This was above the 80 per cent level stipulated as acceptable for judge agreement.

These findings suggest that utilizing an adaptation of the Porter system (Appendix B), prepared judges can reliably classify verbal responses of counselors, presented on tape, without knowledge of the counselee statement to which the counselor is responding. Table 1 presents the summary of the APC categorization of the responses of the group of 23 counselors by the judges.

Counselor Responses as Classified by the Adapted Porter Scale

Response frequency and proportion patterns of the responses of each counselor included in the study are contained in Appendixes E, F, G, and H. The group pattern of responses is presented in Table 1. These data reveal that, as a group, these experienced practicing counselors spent proportionately large amounts of interview time responding in probing and understanding ways. Together, these two categories comprise almost one-half of the counselors' verbal participation. Approximately one-third of the total were attending responses, indicating a high degree of verbal participation which was considered non-substantive in nature. Relatively small proportions of responses of this group of counselors were classified as interpretive, evaluative, or supportive, or as giving information to the counselee.

Table 2 presents a correlation matrix of the Pearson product moment correlations made from grosser ~~Spearman~~, 1956) transformations of the proportion of each of the seven response categories of the APC. This analysis indicates that, for the group studied, frequent use of evaluative responses is significantly related to frequent use of supportive and information-giving responses and to low use of understanding responses. High frequency of supportive responses tends to go along with considerable

TABLE 1

Group Response Pattern of 25 Experienced, Practicing Counselors
with Teaching Experience and Practical Preparation

Adapted Porter Scale Response Categories	Frequency of Response	Per Cent of all Responses	Per Cent of Responses in Categories	
			1-6	1-7
0 - Non-classifiable	9	1	—	—
1 - Evaluative	24	2	4	3
2 - Interpretive	26	2	5	3
3 - Supportive	8	1	1	1
4 - Probing	243	27	47	31
5 - Understanding	170	19	33	22
6 - Information-giving	39	4	7	5
7 - Attending	257	29	—	33
Non-agreement	110	12	—	—
Total	886	99	97	98

TABLE 2

Twenty five Experienced, Practicing Counselors with Practicum:
Intercorrelations of Responses as Categorized by Adapted
Porter Scale

	Evaluative	Interpretive	Supportive	Probing	Understanding	Information- giving	Attending
Evaluative	1.000	.202	.435*	.086	-.646**	.353*	-.274
Interpretive		1.000	-.223	-.303	-.052	-.161	-.278
Supportive			1.000	.060	-.282	.635**	-.180
Probing				1.000	-.355	-.159	-.250
Understanding					1.000	-.329	-.260
Information- giving						1.000	-.114
Attending							1.000

*Significant at .05 level

**Significant at .01 level

amounts of time spent giving information in the counseling interview. High understanding response frequency appears related to significantly fewer evaluative responses, and high supportive response use tends to accompany high frequency of evaluative responses during the interview. Time spent giving information during the interview tends to be related to time spent in responding in an evaluative and supportive way in the counseling interview.

Effect of Age, Practicum, Teaching, and Counseling Experience

The counselors were grouped by demographic limits as indicated in the areas of age, weeks of practicum, number of years as a teacher and number of years as a counselor. A year's experience was counted if a person spent 50 per cent or more of his time in teaching, and the same criterion was applied in the case of counseling. Counselor demographic data are presented in Appendix A. The computer program utilized in analysis of the data yields a correlation matrix of all variables entered into the multiple regression equation. In this study, the frequency of each of the response categories of the APS and the four counselor demographic variables of age, length of practicum, amount of teaching and amount of counseling experience were the 11 variables entered.

Table 3 presents the intercorrelations of the four counselor variables of age, length of practicum, length of teaching and of counseling experience. As expected, significant relationships were evidenced between the counselor's age and length of both teaching and counseling experience.

TABLE 3

Intercorrelations of Counselor Demographic Variables

	Age	Practicum	Teaching	Counseling
Age	1.000	.173	.414*	.525**
Practicum		1.000	-.120	-.134
Teaching			1.000	-.253
Counseling				1.000

*Significant at .05 level

**Significant at .01 level

Table 4 presents the correlations between these demographic variables and the use of responses as classified by the APS. The only significant relationship between the counselor variables and interview response variables was found between length of teaching experience and the use of attending responses by the group of counselors.

TABLE 4

Correlations Between Demographic Variables and Adapted Porter Scale Response Category Use

Categories	Demographic Variables			
	Age	Practicum	Teaching	Counseling
Evaluative	.195	-.069	-.031	.266
Interpretive	-.025	.092	-.102	.140
Supportive	.114	-.120	-.076	.219
Probing	.361	.310	-.059	.067
Understanding	-.345	.036	-.290	-.212
Information-giving	.117	-.050	.093	.155
Attending	.103	-.291	.544*	.027

*Significant at .01 level

The relationship between length of teaching experience and use of attending responses was also revealed in the multiple regression analysis as indicated in Table 5. Length of teaching experience accounted for 29.6 per cent of the variance in the use of attending responses during the interview examined. The relationship between counselor background and use of attending responses in the counseling interview was strengthened when analysis revealed that slightly over 47 per cent of the variance in use of attending responses was accounted for when age, length of practice, and length of counseling experience was entered into the equation. When length of practice was subsequently removed, the contribution of the demographic variables remained essentially the same.

Demographic Subgroup Analysis

An additional examination of the findings was made with respect to two subgroupings of the 25 counselors on the four demographic variables. These subgroups were determined by separating those above from those below the mean in each of the four demographic variables. In several cases, the middle group was assigned as indicated in Tables 6, 8, and 9.

Due to the fact that the total number of responses in the Supportive category was so small (frequency total = 8), they were combined with those in the Evaluative category in order to compute χ^2 ratios. Where the cell frequency fell between 5 and 10, a correction for continuity was applied (Guilford, 1965, p. 187).

Table 6 indicates that, junior counselors had greater use of interpretive and attending responses while the older group used understanding

TABLE 5

Multiple Regression Analysis of the Contribution of Counselor
Demographic Variables to Variance in Use of Adapted Porter
Scale Responses in the Counseling Interview

Demographic Variables Entered				
Use of:				
Understanding Responses	Age	Teaching Experience		
R	.34	.34		
R ²	.1156	.1156		
Increase in R ²	.1156	.0000		
Probing Responses	Age	Counseling Experience	Teaching Experience	
R	.36	.44	.47	
R ²	.1296	.1936	.2209	
Increase in R ²	.1296	.0640	.0273	
Evaluative Responses	Counseling Experience	Teaching Experience	Length of Practicum Experience	Age
R	.27	.32	.33	.34
R ²	.0729	.1024	.1089	.1156
Increase in R ²	.0729	.0245	.0065	.0067
Interpretative Responses	Age	Length of Practicum Experience	Teaching Experience	Counseling Experience
R	.17	.21	.25	.32
R ²	.0289	.0441	.0625	.1024
Increase in R ²	.0289	.0152	.0184	.0399
Supportive Responses	Counseling Experience	Length of Practicum Experience		
R	.23	.26		
R ²	.0529	.0131		
Increase in R ²	.0529	.0131		

TABLE 5.--Continued

Demographic Variables Entered				
Use of:				
Information-Expt. Responses	Teaching Experience	Counseling Experience	Age	Length of Practicum Experience
R	.16	.25	.27	.27
R ²	.0242	.0628	.0711	.0711
Increase in R ²	.0242	.0386	.0083	.0000
Attending Responses	Teaching Experience	Length of Practicum Experience	Counseling Experience	Age
R	.544 *	.589	.6060	.6862
R ²	.2959	.3469	.3672	.4706
Increase in R ²	.2959	.0510	.0203	.1034

*Significant at .01 level

TABLE 6

χ^2 Ratio Analysis of the 31 responses of difference of Porters for Subgroups Above and Below the Mean Age

Adapted Porter Scale Category	Age Grouping				\bar{x} Score	Level of Significance
	Below Mean ^a N=12		Above Mean ^a N=13			
	F	%	F	%		
Evaluative**	23	4.95	9***	2.97	1.21	.1131
Interpretive	21	4.52	5***	1.65	2.60	.0047
Supportive**	—	—	—	—	—	—
Probing	139	29.95	104	34.32	1.32	.0934
Understanding	89	19.18	81	26.73	2.29	.0110
Information- giving	16	3.44	23	7.59	2.94	.0016
Attending	176	37.93	81	26.73	3.24	.0006
Total	464		303			

*As the mean and median fell approximately at 37 years the group of 6 counselors whose ages were 38 years were divided and assigned to each group in order to keep the total frequency of responses for each of these subgroups of 18 year olds equal.

**Due to extremely low frequencies which could not be computed, these were combined under Evaluative.

***Correction for continuity.

and information-giving responses more frequently. The indications are that there is little likelihood of a significant difference between the two groups in the use of probing, evaluative and supportive responses.

In Table 7, no significant difference was found between those counselors with fewer than 32 and those with more than 32 weeks of practicum in the use of understanding, evaluative and supportive responses. Those counselors with the longer practicum experience made greater use of interpretive and probing responses, while those with fewer than 32 weeks of practicum made greater use of information-giving and attending responses.

An examination of Table 8 indicates that there is little chance that the two groupings, on the basis of length of teaching experience, differ in the use of any of the response categories contained in the APS. Table 9 examines the relationship of response use to the length of counseling experience. Those counselors with less than four years experience made fewer evaluative and supportive responses, slightly fewer attending, and slightly greater use of understanding responses than did the counselors with four or more years of experience. These data also indicated that there is little chance that the two groups differed in their use of interpretive, probing, and information-giving responses.

Comparison with Counseling Practicum, Post-practicum Students and Practicing Counselors Without Practicum

In the review of the literature, several studies were noted which examined the verbal responses of practicing counselors, counseling counselor candidates at the post practicum level, and pre-practicum students. Table 10 presents a comparison of the use of

TABLE 7

Z Ratio Analysis for Significance of Difference Between Proportions for Subjects Above and Below the Mean Week of Practicum

Adapted Porter Scale Category	Practicum Length				z Score	Level of Significance
	Below Mean [*] N=13		Above Mean [*] N=12			
	F	%	F	%		
Evaluative**	20	4.27	12	4.01	.18	.4386
Interpretive	11	2.35	15	5.01	2.66	.0039
Supportive**	—	—	—	—	—	—
Probing	135	28.84	108	36.12	2.20	.0139
Understanding	98	20.94	72	24.08	.95	.1711
Information- giving	30	6.41	9***	3.01	2.22	.0132
Attending	174	37.17	63	27.75	2.72	.0033
Total	468		299			

*As the mean and median fell at 30.56 and 32 weeks, respectively, the group of counselors were divided into two groups those above and those below the mean practicum length. There were none falling at either the mean or the exact median.

**Due to extremely low frequencies, which could not be computed, these were combined under Evaluative.

***Correction for continuity.

TABLE 8

2 Ratio Analysis for Significance of Difference Between Proportions for Subgroups Above and Below Mean Years of Teaching

Adapted Porter Scale Category,	Teaching Length Grouping				\bar{x} Score	Level of Significance
	Below Mean* N=12		Above Mean* N=13			
	F	%	F	%		
Evaluative**	19	5.10	13	3.29	1.28	.1003
Interpretive	12	3.22	14	3.54	.32	.3745
Supportive**	—	—	—	—	—	—
Probing	124	33.33	119	30.12	.97	.1660
Understanding	80	21.50	90	22.78	.45	.3264
Information- giving	16	4.30	23	5.82	1.08	.1404
Attending	121	35.52	136	34.43	.5770	.2810
Total	372		395			

*As the median years experience was 6 and the mean was 5.76, the group of seven colleagues with six years experience was divided to approximately equal the total frequency of responses of the two subgroups and assigned to the two groupings for analysis.

**Due to low frequency which could not be computed, these were combined under Evaluative.

TABLE 9

χ^2 Ratio Analysis for Significance of Difference Between Proportions for Subgroups Above and Below Mean Years of Counseling Experience

Adapted Porter Scale Category	Counselors Length of Counseling Below Mean ^a N=13		Above Mean ^a N=12		χ^2 Score	Level of Significance
	F	%	F	%		
Evaluative**	7***	2.11	25	5.73	2.38	.0087
Interpretive	9***	2.71	17	3.89	.92	.1788
Supportive**	—	—	—	—	—	—
Probing	112	33.83	131	30.04	1.14	.1271
Understanding	82	24.77	88	20.18	1.63	.0516
Information- giving	20	6.04	19	4.35	1.20	.1151
Attending	101	30.51	156	35.77	1.59	.0559
Total	331		436			

^aAs the mean was 4.08 and median 3.5 years, the two counselors with four years experience were assigned to the group with the greater number of years experience.

**Due to extremely low frequencies which could not be computed, those were combined under Evaluative.

***Correction for continuity.

TABLE 10

Chi-Square Analysis for Significance of Difference Between Proportions for This Group and Indicated Groups in use of Responses in Counseling Interviews

Counselor's Response	Experienced, Practicing Counselors		Post-graduate Counselors		Experienced, Practicing Counselors		In practice for less than 5 years		N
	Mean and SD		Mean and SD		Mean and SD		Mean and SD		
	F	p	F	p	F	p	F	p	
Explorative	2.4	.0070**	53	6.12	20	.300	75	17.17	431
	26	.0001**	57	3.75	144	.222	24	3.57	1,000
Supportive	8***	.0001**	25	1.64	85	.131	37	5.51	1,45
	243	.0001**	563	37.06	326	.5038	462	68.85	1,000
Understanding	170	.0001**	653	42.98	72	.1112	73	10.87	1,131
	39	.0001**	128	8.42	--	--	--	--	1,000

*Estimated frequencies. Assuming approximate vertex rate of counselors in this study, pre-rating

for 128 and using Hoke's range of average per cent, figures were pre-rated to obtain frequencies.

**or 61, by different proportions for Hoke and Hoke et al. comparisons due to omission of information-giving category. 38 for these two studies combined for these figures.

***50% for continuity

groups with the group in this study, in the proportions of total responses which were utilized in each of the categories of the Adapter Porter classification system. χ^2 ratios were computed to test for significance of difference between proportions of samples of uncorrelated populations.

In comparing the experience, practicing counselors in this study, who had a background of supervised counseling practice experience with other groups in various stages of professional preparation, the following appears to be significant. The post-practice counseling verbal behavior exhibited by the counselor candidates in the Harris *et al.* study contained a greater use of understanding and fewer probing responses than did the verbal behavior of the counselors in this study. The experienced, practicing counselors without practice in the Harris study used fewer evaluative and fewer understanding responses and made greater use of interpretive and supportive responses than the counselors in this study. The significance level for the probing response proportion indicates that these two samples were not significantly different in the use of this response. Garbis's students, who were investigated during a pre-practice experience, made greater use of evaluative, supportive, and probing responses and fewer interpretive and understanding responses than did the counselors. All response categories were significantly different when the proportions of responses in each category for these two groups were compared.

Discussion

The findings suggest that a group of judges trained in the use of the Adapted Porter Scale can reliably classify verbal responses of counselors recorded on tape, even when counselor statements are not heard. However, the finding that 12 per cent of the responses could not be agreed upon by a minimum of three of the five judges raises the question of possible reasons for lack of interjudge agreement. Possibly, the total of nine responses which the judges agreed could not be classified were not classifiable because of mechanical difficulties, auditory problems with the tape, or the complete lack of relevance to the session; i.e., interruptions, etc. However, the 110 of the 880 total responses upon which at least three of the five judges did not agree raises a different kind of question. It is possible that there is a degree of comparability which exists between some of the categories of the APS. The judges may not be able to discriminate to as high a level in these cases, especially when the counselor statement is not heard. In the Probing category, a reflection stated in such a way as to ask the counselor if this is the way he "sees" it or the way it "strikes" him could be interpreted as questioning or "digging" for more information. There is a sense in which a counselor can "confront" a counselor in a reflective or understanding way, and it could be classified as probing by a judge. An Interpretive or Explorative category response and an Information-giving category response could be confused if the judge were not careful to regard the fact that the time nature of the information-giving category response, as opposed to the counselor's giving the value or opinion. An attitude

category response which answers a question or responds in a way to give the counselor's opinion might not be seen as interpretive or evaluative and may not be categorized as such. An even more important possibility, especially for the dynamics of the counseling interview, is that low interjudge agreement indicates the response may be ambiguous and may lead to increased confusion or at least uncertainty in the thinking or feelings of the counselee.

The subjects in this study, all former teachers, tend to respond frequently to counselee statements even though many of them are classified only as Attending category responses. This would appear to support the findings of Antenen and Lister (1967) that former teachers appear to be more active verbally than non-teachers who become counselors.

In the responses considered to be substantive in nature, the counselors in this study made the greatest use of probing and understanding responses. The practical background of this group, if it had been effective in bringing about a change, appears to have held up when the results of the Gable *et al.*, Doherty, and Merrill *et al.* studies are considered. These studies indicate that the effect of the practical experience results in the increased use of understanding and devotions and use of evaluative and supportive responses, although probing and interpretive responses showed a non-significant decrease. The lower use of evaluative responses appears to be maintained, and even though the counselors were operating in educational settings, they devoted a relatively small number of responses to providing information to counselees.

Antenen and Lister found that with increasing training experience, beginning practical students showed fewer inquiring and supportive responses and

tended to rely less upon a probing approach. While a probing statement by the counselor may elicit an affective response from the counselee, the older beginning practicing counselors in the Antenen and Lister study tended to prefer a cognitive approach as indicated by their greater use of interpretive and information-giving responses. The counselors in the present study, as a group, were older than the group investigated by Antenen and Lister as indicated by a higher median age (38 y. 30), although the age range is similar (27 to 52 y. 24 to 52). These counselors apparently are more homogeneously age-grouped and have had more teaching experience (mean years 5.74 y. 4.55) and counseling experience (mean years 4.03 y. none) than the Antenen and Lister subjects. This may explain the lower use of interpretive and information-giving responses (2% and 1%, respectively) found by Antenen and Lister in that the older practicum students tended to prefer interpretive and information-giving responses but relied less on them as teaching experience increased.

When the group in this study was divided into two subgroups, those above and those below the mean age, the younger counselors were significantly more interpretive and used more attending responses. This may indicate that the findings of Antenen and Lister do not hold after an older counselor, who was formerly a teacher, moves away from the practicum to a job setting. He may actually move away from the tendency to attempt to teach or impart knowledge to the counsees through interpretive responses and may consequently move toward providing more factual and normative data through the utilization of information-giving responses. The study also indicated a slight tendency for the older counselors to utilize more non-attending responses. It would

seen possible that the young men and boys were still learning about the relative effectiveness of trying to "tear" a person about his perceptions and feelings as opposed to assisting him in gathering information and improving his self-understanding through facilitative reflecting and the providing of factual and narrative data.

In the sub groupings established on the basis of practical experience, those counsellors with longer supervised practice appeared to be somewhat more probing and interpretive. The focus on the psychological dynamics of human behavior in the practice portion of the counselor education program may cause the counsellor with more practical to devote more of eliciting and interpreting the thinking and feelings of the counsellor. However, there may be a minimum length of practical experience which has a somewhat lasting effect on the use of evaluative, supportive, and understanding response. In that these two subgroups appeared to exhibit the same in the verbal interview behavior in these categories as identified in this study.

No significant difference in response patterns was found between the two subgroups when length of teaching experience was investigated. Those counselors above the mean appeared to utilize the same proportion of response in each category as those counselors below the mean. This finding may support the findings of Wexler et al., Anterker and Lister, and Merrill et al. Most of the effect of teaching may be negatively an effective practice experience which causes former teachers to behave as much like the desired counselor-type as non-teachers. This particular effect appears to have held on after experience in the field, and appears to have been of the order of a significant difference in the pattern of response as a result of the experience of the counselors. This

finding may also lend support to the Antares and Lister findings of the differential effects of age rather than length of teaching experience.

In examining the subgroupings according to length of counseling experience, increased experience in the field appeared to be related to slightly greater use of evaluative responses. This was the only subgroup analysis which reflected an effect on the use of evaluative statements by the counselor. While it is slight, the use of evaluation appears to have returned to the verbal repertoire of the more experienced counselor when talking with a student in an educational setting. Mazer *et al.*, however, noted that in their study those counseling practitioner students with teaching background used evaluative-type responses in 25 per cent of the total responses examined. There may be some effect of counseling experience which tends to bring about the same decrease in the use of evaluative statements in the counseling interview as the change brought about by the supervised counseling practitioner. No other significant differences were noted when the two subgroupings were examined for effect of length of counseling experience on verbal interview behavior.

Summary

The findings of this study indicate that even those, practicing counselors who have a background of teaching and supervised counseling practice during professional preparation tend to exhibit the general pattern of verbal responses which is seen as generally facilitating in the counseling interview. They saw a great deal of probing response, with a moderate use of evaluative responses to accompany them. They tended to use evaluation, if needed, to provide,

and information-giving responses very infrequently and are also frequent users of attending responses.

When divided into two subgroups above and below the mean in demographic variables, older counselors said fewer interpretive and attending and more understanding and information-giving responses. Counselors in the subgroup with longer practicum tended to make greater use of interpretive and probing and less use of attending and information-giving responses. Length of teaching experience showed no significant effect on the response patterns of the subgroup of counselors, but the subgroup with longer experience in counseling tended to make greater use of evaluative and supportive responses.

In terms of response category use, creative and supportive responses were most frequently used by counselors who had been counseling longest. Interpretive responses were used less frequently by older counselors and were used more frequently by the counselors with the longest practicum experience. Probing responses were used more often by counselors with longer practicum. Understanding responses were used more frequently by older counselors. Information-giving responses were used more frequently by older counselors and less frequently by counselors with longer practicum. Attending responses were used less frequently by older counselors and counselors with longer practicum. No category appeared to be significantly preferred by either subgroup when examined by length of teaching experience.

When compared with counselor education student and counselors in previous studies whose responses were classified on the Porter system (Porter, 1967), these counselors used understanding responses less frequently and probing responses more frequently than did post-practicum

counselor candidates in the Merrill et al. study. Compared with the pre- or in-practicum students in counselor education reported by Gazda et al., these subjects used understanding responses more frequently and probing and evaluative responses less frequently. In comparison with Hogbe's practicing counselors who had been teachers but who had no practice during preparation, the counselors were significantly higher in use of understanding responses and lower in use of interpretive and supportive responses. This group also used a much lower frequency of evaluative responses than did the former teachers in the study by Mazer et al.

CHAPTER V SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

This study investigated the pattern of verbal responses of a group of 25 experienced, practicing counselors with a background of teaching and counseling experience and supervised counseling practice during professional preparation. In addition to describing the patterns of responses, examinations of the results were made in relation to the counselor age, length of practice during professional preparation, length of teaching, and length of counseling experience. Results of this investigation were compared with the findings of several related studies using the Porter system analysis of verbal interview content of pre-practice, in practice, and post practice graduate students in counselor education and practicing counselors who had not received supervised practice during professional preparation. Types of counseling interviews, selected by the counselors included in the study as being representative of counseling in their respective settings and submitted as a requirement for application to an advanced-level Counseling and Guidance Institute to become consultants for counselors, were used for analysis of verbal responses. Taped 10 minute segments from the 15th to the 25th minute of the interviews were classified by five trained judges using an adaptation of the Porter system of interview analysis. The adaptation of this system for this study is described in Table 1.

Interpretative, Supportive, Probing, Understanding, Information giving, and Attending response categories.

Responses were sorted by the five judges assigned to the same category were summarized to obtain the response pattern of the group. These data were analyzed using log transformations and Pearson product moment correlations to yield intercorrelations among response types as well as correlations of response type use with the four counselor demographic variables of age, length of practicum, length of teaching experience and length of counseling experience. A multiple regression equation was computed to determine the contribution of each demographic variable to the variance in use of each response type. χ^2 Ratios were computed to test for significance of difference between proportions of responses for 32 groupings of counselors above and counselors below the mean of each of the four demographic variables. χ^2 Ratios were also computed for the purposes of comparing the group response patterns from this study to those of previous studies of pre-practicum, in-practicum, post practicum graduate students, and experienced, practicing counselors who were formerly teachers but who had not had a supervised practicum during professional preparation.

Findings

This group of counselors made the greatest use of probing and understanding responses, understanding, interpretative, supportive and information giving responses were used infrequently. They were verbally active, making frequent use of attending responses.

When divided into three age groups of mean age, older counselors used more understanding and information giving responses

than did younger counselors. The subgroup above the mean in practice length used more interpretive and probing responses while using fewer information-giving and attending responses. The counseling experience subgroup investigation revealed that counselors with longer experience made more frequent use of evaluative responses. A comparison of subgroups according to length of teaching experience revealed no significant difference in the proportions of responses used. However, a multiple regression analysis revealed that length of teaching experience was substantially related to the use of attending responses by the total group of 25 counselors.

When compared with the results of previous studies which analyzed tapes according to a modification of the Porter system, these counselors used understanding responses less frequently and probing responses more frequently than counselor candidates at the completion of the practicum portion of professional preparation (Merrill et al., 1965). In comparison with pre-practicum subjects (Gazda et al., 1967), these subjects used understanding responses more frequently, interpreting and evaluative responses less frequently. These counselors were significantly higher in use of understanding and significantly lower in use of interpretive and supportive responses than were practicing counselors who were former teachers and who did not receive a supervised practicum experience during professional preparation (Kopke, 1964). These counselors also used evaluative responses with a much lower frequency than the former teachers who were just beginning practice in a counselor education program (Kopke et al., 1965).

Conclusions

On the basis of these findings and those of previous studies, and within the assumptions and limitations stated, the following conclusions may be made.

1. These counselors exhibited a response pattern that closely resembling the patterns exhibited by the post-practicum counselor candidates investigated by Merrill *et al.* (1971). The two groups differed in that these experienced counselors placed a higher priority on use of probing responses than use of understanding responses which were preferred by the post-practicum counselor candidates in the Merrill *et al.* study.

2. The effect of practicum in reducing evaluative, interpretive and supportive responses appears to hold after counselors leave the practicum and work as counselors in educational settings.

3. Counseling experience after professional preparation including practicum appears to be related to a change in the interview response pattern of former teachers in the direction of their pre-practicum style of interaction, primarily in the use of probing responses, although this change appears to occur slowly.

4. Counselors with teaching and practicum backgrounds, counseling in school settings, may replace evaluative and interpretive responses with information-giving types of responses while still giving information infrequently in the counseling interview.

5. Use of probing responses appears to return to a counselor's response repertoire to a significant degree after counseling practicum but is accompanied by the appearance of high frequency of understanding

responses. Counselors with practicum may attempt to bring out information and feelings, respond with reflection and understanding, and focusing on affect, rather than responding to the counselee's reply to the counselor's question in a cognitive, evaluative or judgmental way.

6. Older counselors, formerly teachers, moving away from practicum, appear to move away from a tendency to insert meaning through interpretive responses and move toward providing more factual information and normative data, and they tend to treat the counselee's reception of that information with greater understanding than younger counselors.

7. Increased practicum length may have an effect of increasing the more clinical interpretive approach when providing interpersonal contact in counseling, while shorter practicum appears to result in more information provision of a factual or normative nature.

8. After having had practicum in counseling, counselors with teaching experience appear to maintain a higher frequency of verbal participation in the counseling interaction.

Implications

The results of this study suggest several implications for the selection of persons to enter graduate professional preparation programs in counseling, the practicum experience in professional preparation as a counselor, provision of professional consultation for counselors and the investigation of the relationships between the types of verbal responses available to the counselor.

The increase of programs to prepare counselors as a result of the NDAA Act of 1958 was accompanied by the parallel movement of former teachers to counseling positions. Apparently, certification

requirements for school counselors have also not only protected this homogeneity of background for counselors but have also hindered research into the effects of other types of backgrounds on the counseling behavior of these professionals placed in educational settings. Since school administrators were responsible for recommending candidates for graduate programs in counseling and also for their placement upon completion of the programs, these administrators were instrumental in forming the role and image of the counselor. They also were responsible for evaluating the functioning of the counselor in the school. Recently, persons from non-teaching backgrounds have been admitted to counselor preparation programs and placed in educational settings. Longitudinal studies of students with and without teaching backgrounds are therefore needed to extend the findings of this and previous cross-sectional studies of the actual counseling behavior of counselors in the field.

The effects of a trial counseling behavior of length of study, as well as degree of involvement, i.e., part-time or full-time, need to be investigated. Findings in this study suggest there may be an optimum length of practicum, beyond which negative effects on the counselor's behavior may develop. The effects of the practicum experience, which may reflect a process-type experience reflecting a counselor's way of relating with oneself and others and coming to a different awareness of counselor behavior, need to be studied as to the effect on the actual behavior of the counselor in the field, rather than the evaluative atmosphere of a simulated practicum. The most appropriate practicum supervision may well be a consultation relationship in which there is no responsibility for evaluation.

Counselors may well find that the constant relationship may continue to be facilitative as they move from the professional program to the field, encountering pressures from supervisors to solve problems for students quickly and efficiently. These pressures may cause the counselor to revert to teacher-administrator type evaluative interaction with counselees. There is a need to study the effects of placing a counselor in the field without a "group force" of colleagues who could and interact with same or similar attitudes in interactions with others. If consultation can be provided, the differential effects of the provision of this service to counselors should provide knowledge as to whether or not this type of support assists counselors in retaining attitudes and characteristic ways of relating which appears to result from the practicum experiences.

Counseling practicum appears to be related to a significant increase in understanding with a decrease in interpretive and evaluative responses. Probing responses appear to be reduced by practicum experience but appear to return as the counselor works in an educational setting for some time. Additional investigations are needed to expand several studies which examined the effect of counselor responses of various types on the counselee. There exists the very real possibility that responses classified as probing may in fact not only consist of several types of responses but may be perceived in different and possibly positive ways under the umbrella of different patterns of other responses given by the counselor. Is there an unrealistic aspect to the pattern of responses promoted by the practicum experience? What happens after various patterns of responses are offered counselees? Are there a variety of patterns which result in some common points of view?

convergence of understanding between the counselor and counselee as investigated by Messersolite (1973) which results in facilitation being perceived by the counselee? Is not facilitation of the growth of the counselee what counseling is all about?

APPENDICES

APPENDIX A
COUNSELOR DEMOGRAPHIC DATA

Counselor Identifi- cation Number	Age, Years	Practicing, Weeks	Teaching, Years	Counseling, Years
55	38	18	6	3
113	52	36	6	8
130	38	56	8	3
157	48	18	10	9
322	36	36	1	5
325	33	18	4	2
345	43	11	2	11
444	39	14	7	5
453	38	36	7	1
501	52	72	7	5
533	39	36	3	8
601	27	18	1	3
641	38	11	6	2
644	34	36	4	2
701	36	22	6	4
711	35	54	6	1
712	37	28	6	2
738	32	36	7	1
785	46	18	15	1
801	33	28	7	3
821	31	36	5	3
897	38	11	6	6
942	38	43	3	5
968	42	54	2	5
999	43	18	9	4
Mean	38.64 Yrs.	30.54 Wks.	5.76 Yrs.	4.08 Yrs.
Median	38 Yrs.	32 Wks.	6 Yrs.	3.5 Yrs.

APPENDIX B

ADAPTED PORTER SCALE

The following codes are adapted from Porter 1950 and are to be used in categorizing counselor responses. The number indicates the grade to be marked for the response based on the classification sheet. The letter indicates the specific labeling the coder will resort to that category.

- 0- (X)- Non-classifiable. A verbal response from the counselor which is so uninterpretable that the words cannot be classified as non-classifiable because the response cannot be classified in any of the following categories.
- 1- (F)- Evaluating. A response which indicates the counselor has made a judgment of relative goodness, appropriateness, effectiveness, or rightness. He has in some way implied what the client must or ought to do; grossly or subtly.
- 2- (I)- Interpreting. A response which indicates the counselor's intent is to teach, to impart meaning to the client, to show or point out patterns and relationships in material presented and thereby implying an appropriate response.
- 3- (S)- Suggesting. A response which indicates the counselor's intent is to reassure, to reduce the client's intensity of feeling, to pacify. He has in some way implied that the client need not feel so strongly.
- 4- (P)- Probing. A response which indicates the counselor's intent is to seek further information, provoke further disclosure or a certain line, to query. He has in some way implied that the client ought to or should or might or possibly do something or say something further.
- 5- (C)- Clarifying. A response which indicates the counselor's intent is to so respond as in effect to ask the client whether the counselor understands correctly what the client is saying, how the client "feels" about it, how it "struck" him, how the client "sees" it.
- 6- (R)- Referencing. A response which indicates the counselor's intent is to relate or answer questions about information material -- anything which is recognized as normative or generally established fact.
- 7- (A)- Attending. A verbal response which indicates the counselor's attentiveness to the expressions of the counsellee. The counselor expresses this attentiveness by such verbal expressions as "Yes," "A Huh," "Yes," "I see," "I hear," or "I see." The response should not be included if it gives approval or disapproval or answers a question.

APPENDIX C

INSTRUCTIONS

Enclosed are 1) Counselor response categories description sheet, 2) Written segments of counselee statements and counselor responses, and 3) Written segments of counselor responses only.

Please study the sheet which describes each of the response categories to be used in the study. You should familiarize yourself with the meaning of each category and with the differences between categories which are similar, e.g. Interpretive and information giving.

As you feel generally familiar with the categories, classify the first writer segment responses. Check your responses with the classifications listed below (Section I). Continue this familiarization and classifying process through the first five segments which give counselee statements as well as counselor responses.

Next, classify the counselor responses given in Section II. You may check your classifications with the Key for Section II located at the end of the section. The key is spaced so each page may be aligned with the responses for checking. If you find you are missing a particular category, please look over the descriptions to clarify the meaning of that category.

APPENDIX D

JUDGING TAPES

The Master tapes have been recorded at 3-3/4 IPS. The sequence of material is as follows.

Counselor Identification Number
 "Response Number 1."
 (Counselor response 1 will be played.)
 "Response Number 2."
 (Counselor response 2 will be played.)
 .
 .
 .
 etc.
 (End of segment)
 Counselor Identification Number
 (etc.)

The classifying is to be done on an IBM 1230 scoring sheet. Please check to make sure each sheet has your Judge Identification Number placed in its upper left hand box. Your marking is to be done with a No. 2 lead pencil, please do not use electrographic lead.

For each segment:

Check Counselor ID number with number of 3-digit length in the upper right hand box of the scoring sheet (ignore digits 4 & 5).
 Check the response columns to locate space to be marked for each category labeled with the symbols noted on the Category Description Sheet, i.e., N, E, etc.

As each response is heard, make your judgment as to the appropriate category to which it should be classified and mark that response on the scoring sheet. In order to increase speed, it is suggested that you make a light mark and fill in the space after the sheet is finished.

Please check each sheet for the following:

No stray marks.
 No double responses.
 No omissions.
 No marks in the timing margin (the series of black lines in the right margin of the scoring sheet).
 All responses filled in with heavy black marks.

If any problems arise or any materials are missing please call me.

Please notify me when you have completed classifying all of the segments.

Thanks.

APPENDIX E

FREQUENCY OF ADAPTED PORTER SCALE CATEGORY
RESPONSES FOR EACH COUNSELOR

Counselor Identification Number	Non-classifiable	Response Category								Total Frequency
		Evaluative	Interpretive	Supportive	Probing	Understanding	Information-giving	Attending	Non agreement	
-----Number-----										
55	0	1	0	2	20	9	14	10	2	58
113	1	0	5	0	15	11	0	12	3	47
130	0	0	4	0	4	8	5	7	8	36
157	0	1	3	1	12	6	3	12	5	43
322	0	0	0	0	4	9	0	3	6	22
325	2	0	0	0	19	18	0	5	3	47
345	0	2	0	0	21	3	3	12	7	48
444	2	0	1	0	3	10	0	16	1	33
453	0	0	0	0	3	3	0	1	3	10
501	0	0	0	0	12	6	0	3	1	22
533	0	4	2	2	21	9	0	15	8	61
601	0	0	1	0	0	4	0	0	2	7
641	1	0	0	1	16	10	0	9	7	44
644	0	0	0	0	10	6	0	2	1	19
701	0	3	0	1	1	2	9	5	8	29
711	0	0	1	0	13	8	0	16	5	43
712	0	1	2	0	5	0	0	1	4	13
738	0	0	0	0	3	3	0	4	4	14
785	0	2	0	0	9	4	1	21	5	42
801	0	0	0	0	7	5	0	5	4	21
821	0	0	1	0	3	4	0	20	1	29
847	1	1	1	0	10	9	0	47	6	75
942	0	1	2	0	2	1	0	0	1	7
948	1	4	0	1	18	4	4	0	7	35
993	1	4	3	0	12	18	0	31	8	77
Grand Totals	9	24	25	8	243	170	39	257	110	886

APPENDIX F

PER CENT OF RESPONSES: ALL ADAPTED PORTER SCALE CATEGORIES

Counselor Identification Number	Response Category									Total Frequency
	Non-classifiable	Evaluative	Interpretive	Supportive	Probing	Understanding	Information-giving	Attending	Non-agreement	
	-----Per Cent-----									
55	0	1	0	3	34	15	24	17	3	58
113	2	0	10	0	31	23	0	25	6	47
130	0	0	11	0	11	22	13	19	22	36
157	0	2	6	2	27	13	6	27	11	43
322	0	0	0	0	18	40	0	13	27	22
325	4	0	0	0	40	38	0	10	6	47
345	0	4	0	0	43	6	6	25	14	48
444	6	0	3	0	9	30	0	48	3	33
453	0	0	0	0	30	30	0	10	30	10
501	0	0	0	0	54	27	0	13	4	22
533	0	6	3	3	34	14	0	24	13	61
601	0	0	14	0	0	57	0	0	28	7
641	2	0	0	2	36	22	0	20	15	44
644	0	0	0	0	52	31	0	10	5	19
701	0	10	0	3	3	6	31	17	27	29
711	0	0	2	0	30	18	0	37	11	43
712	0	7	15	0	38	0	0	7	30	13
738	0	0	0	0	21	21	0	28	28	14
785	0	4	0	0	21	9	2	50	11	42
801	0	0	0	0	33	23	0	23	19	21
821	0	0	3	0	10	13	0	68	3	29
897	1	1	1	0	13	12	0	62	8	75
942	0	14	28	0	28	14	0	0	14	7
968	2	10	0	2	46	10	10	0	17	39
999	1	5	3	0	15	23	0	40	10	77
Group	1	2	2	1	27	19	4	29	12	886

APPENDIX G

PER CENT OF RESPONSES AFTER
PORTER SCALE CLASSIFICATION

Counselor Identification Number	Response Category						Total Frequency of Classified Substantive Responses
	Evaluative	Interpretive	Supportive	Probing	Understanding	Information-giving	
	Per Cent						Number
55	2	0	4	43	19	30	46
113	0	16	0	48	35	0	31
130	0	19	0	19	38	23	21
157	3	11	3	46	23	11	26
322	0	0	0	30	69	0	13
325	0	0	0	51	48	0	37
345	6	0	0	72	10	10	29
444	0	7	0	21	71	0	14
453	0	0	0	50	50	0	6
501	0	0	0	66	33	0	18
533	10	5	5	55	23	0	35
601	0	20	0	0	80	0	5
641	0	0	3	59	37	0	27
644	0	0	0	62	37	0	16
701	18	0	6	6	12	56	16
711	0	4	0	59	36	0	22
712	12	25	0	62	0	0	8
738	0	0	0	50	50	0	6
785	12	0	0	56	25	6	16
801	0	0	0	58	41	0	12
821	0	12	0	37	50	0	8
837	4	4	0	47	42	0	21
942	16	33	0	33	16	0	6
968	12	0	3	58	12	12	31
999	10	8	0	32	48	0	37
Group	4	5	1	47	33	7	510

APPENDIX H

PER CENT OF RESPONSES: ADAPTED
PORTER SCALE CATEGORIES 1-7

Counselor Identification Number	Response Category							Total Frequency of Classified Responses
	Evaluative	Interpretive	Supportive	Probing	Understanding	Information-giving	Attending	
	----- Per Cent -----							Number
55	1	0	3	35	16	25	17	56
113	0	11	0	34	25	0	27	43
130	0	14	0	14	28	17	25	28
157	2	7	2	31	15	7	31	38
322	0	0	0	25	56	0	18	16
325	0	0	0	45	42	0	11	42
345	4	0	0	51	7	7	29	41
444	0	3	0	10	33	0	53	30
453	0	0	0	42	42	0	14	7
501	0	0	0	57	28	0	14	21
523	7	3	3	39	16	0	28	53
60	0	20	0	0	80	0	0	5
641	0	0	2	44	27	0	25	36
644	0	0	0	55	33	0	11	18
701	14	0	4	4	9	42	23	21
711	0	2	0	34	21	0	42	38
712	11	22	0	55	0	0	11	9
738	0	0	0	30	30	0	40	10
785	5	0	0	24	10	2	56	37
801	0	0	0	41	29	0	29	17
821	0	3	0	10	14	0	71	28
857	1	1	0	14	13	0	69	68
942	16	33	0	33	16	0	0	6
948	12	0	3	58	12	12	0	31
999	5	4	0	17	26	0	45	68
Group	3	3	1	31	22	5	33	767

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BIOGRAPHICAL SKETCH

James Clement Northrop, Sr. was born August 13, 1930, at Miami, Florida. In June, 1948, he was graduated from Miami Jackson Senior High School. In June, 1952, he received the degree of Bachelor of Science with a major in Agricultural Education from the University of Florida. From 1952 to 1954 he served as a weapons instructor in the United States Army. Following his release from active duty to the reserves, he enrolled in the Graduate School of the University of Florida. He worked as a graduate assistant in the Department of Vocational Education in the College of Education until August, 1955, when he received the degree of Master of Agriculture with a major in Education. From September, 1955, until June of 1957, he taught Vocational Agriculture at Deland High School in Deland, Florida. In July, 1957, he transferred to Edgewater High School in Orlando, Florida, where he taught Vocational Agriculture until July, 1963. He returned to the University of Florida to pursue his work toward the degree of Doctor of Education with a major in counseling. He continued his course work until August of 1964 when he returned to work in the youth division of the Manpower Development and Training Act in the Pinellas County School System, serving as a counselor. In January, 1965, he assisted in the development of the proposal for contracting with the United States Government's Office of Economic Opportunity for the first Job Corps Center for Women. From February, 1965, until June, 1966, he

served as Supervisor of Enrollee Services in the Job Corps Center for Women at St. Petersburg, Florida. He resigned this position to become Associate Director and then Director of the Presbyterian Guidance Center at Florida Presbyterian College in St. Petersburg, Florida, also teaching in the Freshman Core Program, Psychology, and Teacher Education Programs. From September, 1968, until September, 1969, he pursued his work toward the Doctor of Education degree on a full-time basis. In September, 1969, he accepted the position of Assistant Director for Pupil Personnel Services at the P. K. Yonge Laboratory School of the University of Florida.

James Clement Northrop, Sr. is married to the former Grace Norvella Moose, and is the father of three children: James, Jr., Julia, and John. He is a member of Phi Kappa Phi, Alpha Tau Alpha, Gamma Sigma Delta, Phi Delta Kappa professional and scholastic fraternities. He is a member of the American Personnel and Guidance Association, American School Counselor Association, Association for Counselor Education and Supervision, American College Personnel Association, and a Professional Member of the National Vocational Guidance Association. He also belongs to state and local branches of the above professional organizations. He is a member of the University United Methodist Church in Gainesville, Florida.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.
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